



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

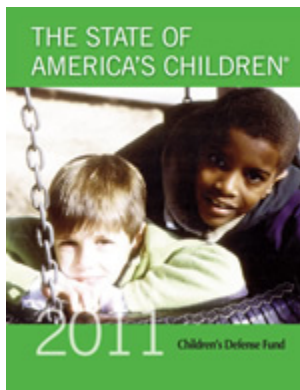
How to Obtain Materials Listed in SITN:

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The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

The State of America's Children 2011. By the Children's Defense Fund. (The Fund, Washington, DC) 2011. 206 p.



["CDF's 'State of America's Children 2011' finds children have fallen further behind in many of the leading indicators over the past year as the country slowly climbs out of the recession. This is a comprehensive compilation and analysis of the most recent and reliable national and state-by-state data on population, poverty, family structure, family income, health, nutrition, early childhood development, education, child welfare, juvenile justice, and gun violence. The report provides key child data showing alarming numbers of youth at risk: children are the poorest age group with 15.5 million youth - one in every five

children in America - living in poverty, and more than 60 percent of fourth, eighth and 12th grade public school students are reading or doing math below grade level.”]

Full text at: <http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-2011.pdf>

Interactive Report Online: <http://www.childrensdefense.org/child-research-data-publications/state-of-americas-children-2011/>

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California County Superintendents Educational Services Association, Curriculum and Instruction Steering Committee, Spring 2011 Transitional Kindergarten School District Survey: Summary of Results. By Joyce Wright, Sacramento County Office of Education. (The Association, Sacramento, CA) July 2011. 10 p.

Full text at:

<http://www.calelac.org/admin/files/resource/TK%20SD%20Survey%207.26.11%202.pdf>

[“In late March 2011, the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents Educational Services Association (CCSESA) sent out an electronic survey to all California school districts that offer kindergarten programs. The intent of the survey was to gather information from California public school districts about their plans for implementing Senate Bill 1381 (Simitian) The Kindergarten Readiness Act of 2010 (Education Code Section 48000-02). The survey results were aggregated by state, CCSESA Region and county, then reported to CISC members at their May 2011 meeting so that county offices of education staff could use the data to respond to district needs.

SB 1381 changes the age for entrance into kindergarten and first grade.... A child whose admission age changes is entitled to enroll in transitional kindergarten, defined as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. School districts, which provide kindergarten, must offer a year of transitional kindergarten for all age-eligible children. Participation of children in transitional kindergarten will be voluntary, as it is currently for kindergarten. The main source of funding for children participating in transitional kindergarten will be provided through the average daily attendance of a school district pursuant to subdivision (g) of Education Code Section 46300.”]

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The Big Picture Planning Guide: Building Cross-Sector Professional Development Systems in Early Childhood. 3rd edition. By the FPG Child Development Institute. (National Professional development Center on Inclusion, FPG Child Development Institute, University of North Carolina, Chapel Hill, North Carolina) July 2011. 16 p.

Full text at: http://community.fpg.unc.edu/resources/planning-and-facilitation-tools/NPDCI_Big-Picture-Planning-Guide_2008.pdf

[“‘The Big Picture Planning Guide’ is designed to support a state-level planning process that leads to a single, integrated professional development (PD) system, across all early childhood sectors. The ultimate goal of a coordinated PD system is to ensure that early childhood practitioners are highly effective in supporting the development and learning of every young child, including those with diverse abilities.”]

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Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education (Year 3 Report). By Marcy Whitebook and others. (Center for the Study of Child Care Employment, University of California, Berkeley, California) February 2011. 43 p.

Full text and Executive Summary at: <http://www.irle.berkeley.edu/cscce/2011/learning-together-year-3-report/>

[“The Year 3 interviews of the ‘Learning Together’ study reveal that the vast majority of students successfully graduated from their B.A. cohort program. Year 3 interviews focused on two issues of concern about higher education programs - the practicum experiences for employed students and the adequacy of attention to working with children from linguistically diverse backgrounds. The graduates overwhelmingly reported that their B.A. classes provided them with skills and strategies needed to communicate with children who speak a language other than their own. While the majority of students reported that their practicum experiences helped them do a better job at their workplace, they also identified several areas for improvement. The Year 3 study also reports on the graduates’ perspectives about support at their jobs for ongoing learning and any changes in employment and/or compensation upon completing their degree.”]

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Research Briefs on Dual Language Learners:

Issues in Conducting Research with Dual Language Learners: Summary from Listening Sessions. By the FPG Child Development Institute. Center for Early Care and Education Research - Dual Language Learners. Research Brief. No. 1. (The Institute, University of North Carolina, Chapel Hill, North Carolina) 2011. 2 p.

Full text at:

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Research%20Brief%20%231%20-%20Research%20Needs.pdf>

[“CECER-DLL conducted a series of listening sessions to obtain information concerning the most pressing research needs related to the early care and education of DLLs. This brief focuses on issues that were raised related to gaps in knowledge and challenges in conducting scientifically sound research on young DLLs’ development and learning. Between March and October 2010, four listening sessions were conducted at early childhood conferences with a wide variety of participants, including researchers, practitioners, state administrators, and policy-makers. Based on discussions across sessions, the following themes were identified.”]

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Policy and Practice Issues Related to Serving Dual Language Learners: Summary from Listening Sessions. By the FPG Child Development Institute. Center for Early Care and Education Research - Dual Language Learners. Research Brief. No. 2. (The Institute, University of North Carolina, Chapel Hill, North Carolina) 2011. 2 p.

Full text at:

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Research%20Brief%20%232%20-%20Policy%20%26%20Practice%20Needs.pdf>

[“CECER-DLL conducted a series of listening sessions to obtain information concerning the most pressing needs related to the early care and education of DLLs. This brief focuses on issues that were raised related to gaps in knowledge and challenges in providing high quality early care and education to young DLLs. Between March and October 2010, four listening sessions were conducted at early childhood conferences with a wide variety of participants, including researchers, practitioners, state administrators, and policy-makers. Based on discussions across sessions, the following themes were identified.”]

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Considerations for Future Research with Young Dual Language Learners. By the FPG Child Development Institute. Center for Early Care and Education Research - Dual Language Learners. Research Brief. No. 3. (The Institute, University of North Carolina, Chapel Hill, North Carolina) 2011. 5 p.

Full text at:

http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Research%20Brief%20%233%20-%20Considerations%20for%20Future%20Research_0.pdf

[“The Center for Early Care and Education Research on Dual Language Learners (CECER-DLL) convened a meeting of national experts to identify gaps in the state of knowledge and methodological challenges in conducting research with this population.... Key themes that emerged from the discussion are summarized... and reflect priorities for future research in this area.”]

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Evaluating Early Care and Education Practices for Dual Language Learners: A Critical Review of the Research. By the FPG Child Development Institute. Center for Early Care and Education Research - Dual Language Learners. Research Brief. No. 4. (The Institute, University of North Carolina, Chapel Hill, North Carolina) 2011. 4 p.

[“Early childhood is a critical period for children who are dual language learners (DLLs), many of whom face the difficult task of simultaneously learning a new language while acquiring essential school readiness skills. To date, there has been little systematic attention in the literature to optimal early care and education programming for DLLs and the specific interventions that foster development and learning in this population. This brief report is a summary of a systematic review of the research literature evaluating the effects of early care and education practices on the development and learning of dual language learners (DLLs) birth through 5 years of age. The review focused primarily on peer-reviewed studies published in the U.S. from 2000-2010. The purpose of the review was to describe the nature of the educational interventions used with DLLs and to determine the effectiveness of these approaches with this population, as well as to identify any moderators of these effects.”]

Full text at:

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%234%20EBP%20Final%207-15-11.pdf>

Evaluating Early Care and Education Practices for Dual Language Learners: Annotated Bibliographies from a Critical Review of the Research: 5 p.

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/AB%20-%20Early%20Care%20%26%20Education%20Practices.pdf>

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Early Care and Education Quality Measures: A Critical Review of the Research Related to Dual Language Learners. By the FPG Child Development Institute. Center for Early Care and Education Research - Dual Language Learners. Research Brief. No. 5. (The Institute, University of North Carolina, Chapel Hill, North Carolina) 2011. 4 p.

[“In the last two decades, the United States has experienced a demographic shift that has dramatically increased the racial, ethnic, cultural, and linguistic diversity among young children and families who are enrolled in early care and education programs. From a research perspective, it is important to examine the quality and influence of these experiences for dual language learners (DLLs) in different types of settings, the performance of measures used to evaluate the quality of early care and education for DLL populations, and the extent to which there are measurement issues that are unique to

DLLs. This brief report is a summary of a systematic review of the research literature to examine what is known about the use of quality measures for children birth-five in center-based and home-based settings.”]

Full text at:

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%235%20Qual%20Fina%207-15-11.pdf>

Early Care and Education Quality Measures: Annotated Bibliographies from a Critical Review of the Research: 2 p.

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/AB%20-%20Early%20Care%20%26%20Education%20Quality%20Measures.pdf>

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Language and Literacy Development in Dual Language Learners: A Critical Review of the Research. By the FPG Child Development Institute. Center for Early Care and Education Research - Dual Language Learners. Research Brief. No. 6. (The Institute, University of North Carolina, Chapel Hill, North Carolina) 2011. 4 p.

[“Dual language learners (DLLs) are entering early care and education programs across the country at increasing rates. Currently, 30% of Head Start children speak a language other than English at home, with over 80% of DLLs being from Spanish speaking homes (National Head Start Training and Technical Assistance Research Center, 2008). As a result, there is a significant need to understand DLLs’ language and literacy development as well as the environmental factors that impact children’s development.... This brief report is a summary of a systematic review of the research literature examining the language and literacy developmental trajectories of DLLs birth to 5, with the goal of identifying knowledge gaps and determining future research directions. The review focused on peer-reviewed studies published 2000-2010. This included studies published in the US and Canada as well as other international articles that were published in English and available through academic databases available in the US.”]

Full text at:

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%236%20Lang%20Fina%207-15-11.pdf>

Language and Literacy Development in Dual Language Learners: Annotated Bibliographies from a Critical Review of the Research: 30 p.

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/AB%20-%20Language%20%26%20Literacy%20Development.pdf>

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Social-Emotional Development of Dual Language Learners: A Critical Review of the Research. By the FPG Child Development Institute. Center for Early Care and

Education Research - Dual Language Learners. Research Brief. No. 7. (The Institute, University of North Carolina, Chapel Hill, North Carolina) 2011. 3 p.

[“The purpose of this literature review was to identify the state of knowledge about unique aspects of social-emotional development for dual language learners (DLLs) birth to 5 years of age. This review focused on three widely recognized dimensions of children’s social-emotional development: (1) self-regulation which includes the ability to focus attention, manage emotions, and control behaviors; (2) social competence and social cognition which reflect the degree to which children are effective in their social interactions with others, and children’s attributions regarding social relationships and interactions; and (3) problem behaviors which includes maladjustment in the development of self-regulation, social competence, and emotional expression. The review focused on studies comparing DLLs to non- DLLs and the identification of relational and contextual factors that might contribute to the social-emotional well-being and development of DLLs such as the quality of relationships with parents and other caregivers, the support of children’s home language and culture, and the role of positive adjustment and identity formation.”]

Full text at:

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%237%20Soc%20Final%207-15-11.pdf>

Social-Emotional Development in Dual Language Learners: Annotated Bibliographies from a Critical Review of the Research: 4 p.

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/AB%20-%20Socioemotional%20Development.pdf>

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Factors Associated with Development of Dual Language Learners: Results from a Secondary Analysis of the ECLS-B. By the FPG Child Development Institute. Center for Early Care and Education Research - Dual Language Learners. Research Brief. No. 8. (The Institute, University of North Carolina, Chapel Hill, North Carolina) 2011. 2 p.

Full text at:

<http://cecerdll.fpg.unc.edu/sites/cecerdll.fpg.unc.edu/files/Brief%20%238%20SDA1%20Final%207-15-11.pdf>

[“The United States has experienced a demographic shift that has dramatically increased the ethnic, cultural, and linguistic diversity among young children and families, making it important to understand the early development of children from all heritage groups. The Early Childhood Longitudinal Survey-Birth Cohort (ECLS-B) is a large dataset of a nationally representative birth cohort sample of 14,000 children born in the U.S. in 2001, including an oversampling of children from diverse linguistic and cultural heritages. The ECLS-B data provide an opportunity to examine patterns of development and influencing

factors over the first few years of life for both dual language learners (DLLs) and monolingual children. This brief report describes findings from secondary analyses addressing the cognitive, academic, and social development of DLLs in relation to children's home language, country of heritage, and maternal birth place.”]

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IMPROVED FAMILY FUNCTIONING

Living Arrangements of Children 2009. By Rose M. Kreider and Renee Ellis. Current Population Reports, No. P70-126 (U.S. Census Bureau, Washington, DC) June 2011. 25 p.

Full text at: <http://www.census.gov/prod/2011pubs/p70-126.pdf>

[“More than one-tenth of American children younger than 18 lived in a household with at least one grandparent at the time of Census interviews conducted in 2009, and the number of children living with grandparents instead of their parents has nearly doubled since 1991, according to a June report by the U.S. Census Bureau. Some 7.8 million children lived with at least one grandparent in the household as of 2009, up from 4.7 million in 1991, a 64 percent jump, and such children make up a larger share of the population as well. Moreover, grandparents are, hands down, the most common child-care providers for families after parents, particularly for young children: As of 2005, the most recent data, grandparents cared for 13.8 percent of preschoolers - more than Head Start, day-care centers, and nursery schools combined. They also provided care for 12.8 percent of all school-age children ages 5 to 14. The Census Bureau found the average time children spent in their grandparents' care also increased, from 13 hours a week in 2005 to 14 to 16 hours per week in 2006.” Education Week (August 3, 2011.)]

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Moving From Child Welfare to the Well-Being of Children and Families. Funded by Casey Family Programs and First 5 LA. (Center for the Study of Social Policy, Washington, DC) June 2011. 12 p.

Full text at: <http://www.cssp.org/publications/strengthening-families/Moving-from-Child-Welfare-to-the-Well-Being-of-Children-and-Families.pdf>

[“With 12 million plus residents, Los Angeles County is [or can be] a daunting locale in which to implement Strengthening Families. But through the efforts of philanthropy, non-profit organizations, higher education, and the public sector, that's just what is happening. For the first time, a large cross-sector leadership team from Los Angeles (with the support of Casey Family Programs) attended the 2011 Strengthening Families Leadership Summit. Their goal: adding strategies and tools to support their ever-growing implementation agenda. Find out more about efforts underway in Los Angeles County....” Strengthening Families eUpdate (August 2011.)]

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IMPROVED HEALTH

Total Children Covered by Health Insurance Increased in 2009: Significant Shifts from Private to Public Plans in Many States. By Jessica A. Bean and Michael J. Staley. Issue Brief. No. 34. (Carsey Institute, Durham, New Hampshire) Summer 2011. 6 p.

Full text at: <http://www.carseyinstitute.unh.edu/publications/IB-Bean-Health-Insurance.pdf>

[“A growing number of American families are using public health insurance to provide coverage for their children, a... study finds. The trend, which is being driven by job losses, changes in coverage within private plans and expanded access to public plans is particularly strong in rural and inner-city areas, according to the University of New Hampshire researchers. ‘When people become unemployed, not only do they lose their employment-based private insurance but, with the loss of income, families may become newly eligible for public plans,’ the researchers noted. ‘In addition, the generally poor economy and expanded eligibility for public plans may also play less direct roles in the shifting rates of health insurance among children,’ they said. The team’s analysis of 2008 and 2009 U.S. Census Bureau data and 2009 Bureau of Labor Statistics data revealed that health insurance coverage among children increased 1.3 percent from 2008 to 2009. The Northeast has the highest rate of coverage (95 percent) while the South has the lowest (89 percent).... About 9 percent of children in the United States are still not covered by any form of insurance, but half of those children are eligible for coverage through Medicaid or the State Children’s Health Insurance Program (SCHIP), the study authors noted.” HealthDay (August 1, 2011.)]

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The Impact of Health Care Reform on California’s Children in Immigrant Families. By Ninez Ponce and others. Health Policy Brief. No. PB2011-8. (UCLA Center for Health Policy Research, Los Angeles, California) June 2011. 5 p.

Full text at: <http://www.healthpolicy.ucla.edu/pubs/files/IMMIGRANT%20PB%20FINAL%206-28-11.pdf>



[“The Patient Protection and Affordable Care Act of 2010 (ACA) restricts its health insurance expansions in ways that exclude many uninsured children in California who are immigrants or have immigrant parents. These exclusions directly limit coverage options for noncitizen children. And

immigrant parents, potentially misinterpreting eligibility requirements for these new programs, may not enroll their citizen children. Using the 2007 California Health Interview Survey (CHIS 2007), this policy brief estimates that of the 1.08 million children in California who were uninsured all or part of the year, between 180,000 to 220,000 will be excluded from the health care reform expansions due to the combined direct and potential indirect effects of these exclusions. This ‘left-out’ group comprises between 17% and 20% of all uninsured children in California. In light of these exclusions, California’s community clinics and public hospitals could continue to serve a significant number of uninsured immigrant children even after full implementation of ACA.”]

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Caution, Drivers! Children Present: Traffic, Pollution, and Infant Health. By Christopher R. Knittel and others. NBER Working Paper. No. 17222. (National Bureau of Economic Research, Cambridge, Massachusetts) July 2011. 43 p.

Full text at: <http://www.nber.org/papers/w17222> (NOTE: After clicking on link, scroll down for “Information about Free Papers.”)

[“Since the Clean Air Act Amendments of 1990 (CAAA), atmospheric concentration of local pollutants has fallen drastically. A natural question is whether further reductions will yield additional health benefits. We further this research by addressing two related research questions: (1) what is the impact of automobile driving (and especially congestion) on ambient air pollution levels, and (2) what is the impact of modern air pollution levels on infant health? Our setting is California (with a focus on the Central Valley and Southern California) in the years 2002-2007. Using an instrumental variables approach that exploits the relationship between traffic, ambient weather conditions, and various pollutants, our findings suggest that ambient pollution levels, specifically particulate matter, still have large impacts on weekly infant mortality rates. Our results also illustrate the importance of weather controls in measuring pollution’s impact on infant mortality.”]

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“U.S. Housing Insecurity and the Health of Very Young Children.” By Diana Becker Cutts and others. IN: American Journal of Public Health, vol. 101, no. 8 (August 2011) pp. 1508-1514.

Full text at:
http://www.childrenshealthwatch.org/upload/resource/ushousingandchildhealth_ajph_dc_aug11.pdf

[“In the United States, as in other countries, housing is considered a strong social determinant of health. Poor housing conditions have been linked to multiple negative

health outcomes in both children and adults. The Department of Health and Human Services has defined housing insecurity as high housing costs in proportion to income, poor housing quality, unstable neighborhoods, overcrowding, or homelessness. Crowding in the home and multiple moves from home to home have clear negative associations for children. Crowding is negatively associated with mental health status, ability to cope with stress, child and parent interaction, social relationships, and sleep. It also increases the risk for childhood injuries, elevated blood pressure, respiratory conditions, and exposure to infectious disease. Adults and children living in crowded households are less likely to access health care services than are those in noncrowded households, and families with multiple moves are less likely to establish a medical home and seek out preventive health services for their children than are securely housed families.”]

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IMPROVED SYSTEMS OF CARE

Which Combination of High Quality Infant-Toddler and Preschool Care Best Promotes School Readiness? By Weilin Li and others, University of California, Irvine. Presented at SREE Spring 2011 Conference, Washington, DC. (Society for Research on Educational Effectiveness, Evanston, Illinois) 2011. 5 p.

Full text at: <http://www.eric.ed.gov/PDFS/ED517847.pdf>

[“Research has demonstrated that much of the achievement gap observed in economically disadvantaged children is already present when formal schooling begins at age 5... and can be largely attributed to child care experiences from birth to age 5.... This fact has stimulated the attention of policy-makers and researchers on education programs for children before age 5. Evidence suggests that these programs do improve school readiness skills, but the effects are not large enough to fully eliminate the achievement gap experienced by disadvantaged children.... In an effort to create programs that can further reduce the achievement gap, attention has turned to high quality child care prior to preschool, i.e. child care for infants and toddlers. Research has demonstrated that high quality infant-toddler care is associated with better cognitive development and language comprehension.... Early enrichment programs such as Early Head Start and the Infant Health and Development Program (IHDP) has been shown to have positive effect for 3-year-old children in cognitive and language development.... However from the literature, there is no evidence about which childcare combination for the two stages most strongly increases school readiness. In order to make better policy decisions that are appropriately tailored to each developmental stage, we need to understand the dynamic mechanism of skill formation and educational investment at different stages.”]

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Does High Quality Childcare Narrow the Achievement Gap at Two Years of Age? By Erik Ruzek and others, University of California, Irvine. Presented at SREE

Spring 2011 Conference, Washington, DC. (Society for Research on Educational Effectiveness, Evanston, Illinois) 2011. 4 p.

Full text at: <http://www.eric.ed.gov/PDFS/ED518800.pdf>

[“Much attention has been given to the achievement gap between poor and non-poor children at the beginning of kindergarten.... In response, state and federal preschool programs targeted to 3- to 5-year-olds were created and implemented to provide these children with the types of experiences that promote academic skills. Evaluations of these programs indicate some succeed in promoting academic skills... but most fail to eliminate the class-based achievement gap. This is at least partly because middle class children enter preschool programs with higher levels of skills on average and often show gains in their preschool years similar to those demonstrated by low-income children in these enrichment programs.... Attempting to eliminate the achievement gap with programs targeted at preschoolers may therefore need to be reconsidered for earlier intervention. Preliminary evidence for this position comes from findings that a class-based achievement gap exists as early as two years of age.... The question then arises: Do high quality non-parental child care experiences during the infant and toddler period narrow the achievement gap between poor and non-poor children at two years of age? This paper uses the ECLS-B data to address this question.”]

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CONFERENCES AND OPPORTUNITIES

Strengthening Families and Communities: A California Child Abuse Prevention and Early Intervention Summit. Pre-Summit, September 22, 2011. Summit, September 23, 2011. Sheraton San Diego Hotel and Marina, San Diego, California.

For more information: <http://www.strengtheningfamiliesandcommunities.info/>

[“Join professionals and parent leaders who are making California a better place for children and families. Learn how the Strengthening Families™ framework is serving as a catalyst for change by building Protective Factors that support families, promote optimal child development, and prevent abuse and neglect. Through dialogue and workshops that deepen your knowledge, you can help shape the future of Strengthening Families in California and beyond. The Summit will highlight promising practices and programs. Workshops will focus on the three levers of change of the Strengthening Families™ Framework: Parent Leadership, Systems and Policy Change and Professional Development.”]

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Infant Development Association Northern California Regional Conference: Wonder and Resilience of Young Children. By the Infant Development Association of

California. September 23-24, 2011. Hilton Sacramento Arden West Hotel, Sacramento, California.

For more information: <http://www.idaofcal.org/doc.asp?id=576&parentid=26>

[“The Infant Development Association (IDA) of California invites you to register for this highly anticipated conference, Wonder and Resilience of Young Children, September 23-24, 2011. Through careful planning IDA has put together a schedule providing educational opportunities for professionals and families focused on current issues and practices related to young children. Conference speakers include nationally known leaders and practitioners throughout the field of early childhood development, early intervention, education, and policy.” Keynote speaker: author Alison Gopnik: The Philosophical Baby: What Children’s Minds Tell Us about Truth, Love and the Meaning of Life.]

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“California Announces Free Unlimited Access to Online eBook Program for Young Children through Libraries Statewide.” IN: PR Newswire (August 1, 2011) 1 p.

Full text at: <http://www.prnewswire.com/news-releases/california-announces-free-unlimited-access-to-online-ebook-program-for-young-children-through-libraries-statewide-126533348.html>

[“New e-reading technology being made available by the California State Library gives young children an exciting new way to experience books and learn to love reading. Library patrons across the state now have free access - at home or at their local libraries - to ‘BookFlix,’ an online e-reading program from Scholastic that combines classic fictional video storybooks with similarly themed nonfiction ebooks to make reading exciting for children in grades Pre-K-3.... ‘BookFlix’ pairs award-winning video based on some of the best-selling children’s picture books of all time produced by Weston Woods with related nonfiction ebooks from the rich libraries of Scholastic. Children will delight in watching their favorite books come to life on screen, then turning the electronic pages of an ebook to discover real-world facts and satisfy their curiosity about the world around them. ‘BookFlix’ will be available through public libraries across the state.”]

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